

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** INT - 199I
2. **Title:** Introduction to Deaf/Hearing Team Interpreting
3. **Cross Reference:**
4. **Units:** 0.5
Lec Hrs: 0.5
Lab Hrs:
Tot Hrs: 9.00
5. **Repeatability:** No
6. **Grade Options:** Letter Grade, May Petition for Pass/No Pass (GP)

7. **Degree/Applicability:**
Credit, Degree Applicable, Transferable - CSU (T)
8. **General Education:**
9. **Field Trips:** May be Required
10. **Requisites:**
Prerequisite
INT 253 Interpreting: English to ASL
Corequisite
IPP students must be taking other 4th semester courses: INT 263, 295, 299 and other 199 courses offered. Deaf and working interpreters must have approval of instructor or program director.

12. Catalog Description:

This course introduces students to working in teams-with a hearing and Deaf interpreters. Topics include advocating for the use of Deaf/hearing teams, environmental and interpersonal considerations, team development, negotiating strategies of working together, and ethical and cultural considerations.

13. Class Schedule Description:

An introduction to team interpreting with Deaf and hearing interpreters.

14. Counselor Information:

This course will be open to 3rd and 4th semester IPP students, working interpreters and Deaf interpreters with instructor or program coordinator approval.

II. Student Learning Outcomes

The student will:

1. Demonstrate, articulate and advocate the need for and use of Deaf interpreters including ethical and cultural considerations
2. Identify context characteristics of setting that would indicate need for Deaf/hearing team
3. Develop several strategies to feed/articulate how feeds work best
4. Analyze situational demands and possible controls in a variety of real and/or videotaped situations
5. Demonstrate ability to work consecutively in a team with live or videotaped materials

III. Course Outline:

- A. Review Demand-Control Schema Theory (DCS)
 - 1. application to situations requiring Deaf/hearing team
- B. History and use of Deaf interpreters
 - 1. Naturalistic throughout time
 - 2. Role and function
 - 3. Advantages and Disadvantages
 - a. language needs
 - b. desirability
- C. Advocacy
 - 1. when, how and with whom
- D. Model for working as team
 - 1. Preparation
 - 2. Prediction
 - 3. Feeding strategies
 - 4. Feedback
- E. Role Play and interpreting practice

IV. Course Assignments:

- A. Reading Assignments
 - 1. Articles and handouts provided by instructor
- B. Projects, Activities, and other Assignments
 - 1. Analysis and discussion of readings
 - 2. Case study presentation of ethical situation and/or demand/control analysis
 - 3. Role play and/or interpreting in teams
- C. Writing Assignments
 - 1. Written analysis of readings
 - 2. Demand/control analysis of real and/or video-taped medical situation
 - 3. Resource File for deaf/hearing teams

V. Methods of Evaluation/Assessment:

- A. Case presentations-demand/control and/or ethical case studies
- B. Resource file
- C. Interpretation with teams

VI. Methods of Instruction:

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Audiovisual
- E. Seminar
- F. Collaborative Learning

VII. Textbooks:

Recommended

Supplemental

VIII. Supplies:

A. USB flash drive-1G

CID 3210